

An Investigation of the Effectiveness of the Imaginative Approach on EFL Tenth Grade Students' Achievement in Grammar in Jordan

التحقق من مدى فعالية النظرية التخيلية في تحصيل طلبة الصف العاشر في قواعد اللغة الانجليزية كلغة أجنبية في الأردن

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A thesis submitted in partial fulfillment of the requirements of the Master Degree in EFL in Yarmouk University, Faculty of Education, Department of Curricula and Instruction

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DEDICATION

I would like to dedicate this thesis to all of
My parents…
My sisters…
My brothers….
My husband…
My children….&
Friends…

Sumaya Emjawer

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I would like to express my thanks and appreciation to my supervisor Dr. Dina Al-Jamal for the valuable time and thoughtful attention given during the preparation of this thesis.

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Abstract

The purpose of this study was to investigate the effectiveness of the Imaginative Approach in EFL tenth grade students' achievement in Grammar in Jordan.This study attempted to answer the following question: Are there any statistically significant differences due to a training lesson plan integrating the imaginative approach strategies of storytelling, collections and hobbies, drama or role play on tenth grade students' achievement in grammar?

The participants of this study were drawn purposefully from *King Abdullah II Schools for Excellence* in Irbid city in Jordan during the academic year 2013-2014. The school was selected purposefully where students are high achievers and as a result corresponds with the nature of the imaginative approach which is steered towards high achievers. Two tenth grade sections with 30 students at each took part in the study. One group was assigned randomly as an experimental group and the other as a control one. The findings of the study showed that there was astatically significant difference between students who were taught by the imaginative training lesson and those who were taught by the traditional method in favor of the imaginative training lesson. The study reported an increase of awareness of their learning as a result of using the imaginative approach. Based on the findings of the study, the researcher recommended the need of using imaginative teaching strategies in teaching English language grammar to increase students' achievement.

Keywords: EFL, Grammar**,** Imaginative Approach, Jordan, Tenth grade.

Chapter One
Background of the Study

Introduction

English is an international language which people use actively as a channel for communication (Nazeryan, Jahandar & Khodabandehlou, 2013;Unnsteinsdottir, 2012). Learning a new language involves studying its grammar. Grammar is the study of the ways words work together as related to social and pragmatic functions (Larsen-Freeman, 2003). According to Hartwell (1997) and Ellis (2005), grammar is needed since it maintains language uniformity, makes it legible where it sounds good and interesting. Thus, inadequate knowledge of grammar may not help for communicating in a skillful way which requires greater depth of understanding and proficiency that the study of grammar offers.

Increasing students' imaginative thinking may be one way for assisting the process of learning grammar (Garner, 2011; Nielsen, 2006; Kazim, 2011). Many teaching theories - traditional, mnemonic, immediate-constituent, transformational generative, interactional - focused on rules, pattern practice, humanistic aspects, and interactional aspects of students' learning yet none of these theories was based on giving the students total freedom in visualizing the content delivered by the teacher in the way they find most appropriate for them (Keil, 2003; Newmeyer, 2002; Nunan, 1991; Stern, 1983).

According to Egan (2005), the imaginative education emphasis is on meaning, socio-cultural context of language, effective interaction as well as on the individual needs of learners. As such, Ambo Saeydi and Al Bloushi (2009: 324) maintained that "Discourse is a tool of exchange in language classrooms where the potential benefit of the co-constructed language use of grammar in teacher-student interaction will be worthwhile."

Imaginative teaching approach was defined by Egan (1995) as an approach to teaching which offers an understanding of how students' imaginative work in learning and shows how the acquisition of cognitive tools drives students' educational development. In this study, it is a training

Recent studies (Garner, 2011; Kazem, 2011; Unnsteindottir, 2012) indicated the effectiveness of imaginative teaching strategies in increasing students' achievement. Therefore, adopting the imaginative approach seems to be helpful in order for this objective to be met. The use of such an instructional tool can help students improve their creative skills which are related to imaginative teaching.

Nimer (2011) encouraged teachers to use instructional methods to stimulate students' thinking and visualization abilities which he perceived vital for promoting their creativity. Furthermore, teaching students imaginative skills means that they become more effective in problem solving as well as in using their own imaginative thinking in real life situations.

The communicative approach emphasizes meaning, rather than by discrete plain learning of grammar and vocabulary (Richards, 2006). In Jordanian English language classes, teacher centered approaches with communicative approach orientations get along with such focus across the curricula (Al- Afeef, 2002; Alkhawaldeh, 2005; Al-Sobh& Al-Abed Al-Haq, 2012). This research attempted to take the communicative approach further by adding an extra dimension that involves applying imaginative tasks while teaching grammar inside classrooms. Discussion and negating meaning are essential characteristics of the imaginative approach where training students to be responsible for their own learning through ongoing negotiation of content, practice and assessment. In imaginative tasks, students are told by the teacher to listen carefully to a story that the teacher narrates and to imagine and to draw a mental picture about what they

already have listened to, then the teacher asks the students about the picture which they imagined in order to assess their comprehension (Kazem, 2011).

Accordingly, this study proposed teaching grammar through using the imaginative approach for tenth grade students at *King Abdullah II Schools for Excellence*. The training constituted a module that lasted for four weeks on imaginative strategies as adopted from Egan's account of education (2005).

Problem of the study

This study emerged from the requisite to meet the objectives of teaching English as a foreign language that calls for the ability to communicate fluently and accurately in English (Alkhawaldeh, 2005; Al-Wreikat & Bin Abdullah, 2010). Students are facing difficulties in learning the rules of the English language and its application as a foreign language, so it necessary to find a treatment for this problem by changing the method of teaching, Stemming from the researcher's keen interest in experiencing novel grammar pedagogies, the present study proposed teaching grammar through investigating the effect of the imaginative approach which entails many teaching strategies such as storytelling, collections and hobbies, and role play that may improve students' creativity and achievement, in turn English grammar learning.

Objectives of the study

The purpose of this study was to investigate the effectiveness of the Imaginative Approach in EFL tenth grade students' achievement in grammar in Jordan. The main aim of this study was to investigate the effectiveness of the Imaginative Approach in EFL tenth grade students' achievement in grammar in Jordan.

Question of the study

The study attempted to answer the following question:

Q: Are there any statistically significant differences due to a training lesson plan integrating the imaginative approach strategies of storytelling, collections and hobbies, drama or role play on tenth grade students' achievement in grammar?

Significance of the study

This study is significant because it attempted to increase knowledge related to training lesson plan in the area of imaginative teaching strategies as the study stressed students' commitment to imaginative thinking by means of negotiating meaning when understanding grammar rules. The present study is also substantial as it delivers EFL teachers, material designers and textbook authors' insight and practicality for growing students' imaginative thinking on the teaching of the skill of grammar. Centered on the outcomes of this study, the adopted stages in this study may 'improve' EFL teachers' pedagogies by stressing students' thinking potentials which may offer prospects for promoting critical thinking skills. Additionally, strategies employed by the present study appeal for all language skills.

This study provides a modern strategy in the teaching of the English language, where it accounts for the process of grammar teaching in light of the imaginative approach.

Definition of Terms

The following definitions are used in the current study as follows:

A training lesson plan : it is a lesson that includes a number of strategies(storytelling ,role plays and collections and hobbies) by which the teacher motivates the students to think and construct mental images about what they have studied.

Traditional method: It is the grammar teaching procedures and techniques that are suggested by the Teacher's Guide in *Action Pack 10.*

Tenth grade students: Those students who have studied English language for 10 years, and their ages range from 15 to 16 years during the academic year 2013-2014.

Teaching Strategy: a careful plan or method for achieving a particular goal usually a long period of time (Merriam Webster dictionary Online, 2013). In this study, the researcher defined it as: the procedures or steps that the teacher will follow in order to achieve the objectives of the learning process as suggested by Egan (2005). The strategies were used in the current study are storytelling, collections and hobbies, drama or role play.

Achievement: The degree of knowledge and proficiency exhibited by an individual in a specific area or set of areas. (Brown,1994). In this study, it means the students' scores on the achievement test.

Role Play: A term which describes a range of activities characterized by involving participants in 'as if' actions. This could be achieved by creating hypothetical situations and circumstances expressed practically in a classroom which facilitate the combination of theory and practice (Mogra, 2012).In this study, it means that the asks students to act roles like doctor and patient ,teacher and student …etc

Telling a story : it is an imaginative strategy that the teacher used to make the lesson more easier to his students .the teacher narrates a story and asks students to listen carefully to him then draw a picture about its events.

Collections and hobbies : it is an imaginative strategy where students are asked by the teacher to talk about their hobbies and to categorize some items according to a certain classification which is given by the teacher .

Limitations of the study

The researcher pointed out the limitations of the study as follows:

1- The results were generalized only to the participants of the study who were tenth grade high achiever students in Irbid city in Jordan or to other participants who share similar contexts, samples, instruments and procedures.

2- The results were affected by the time limit for the period in which the study took place during the academic year 2013-2014, The researcher apply this study through (2/3/2014- 2/4/2014).

Chapter Two
Review of Related Literature

Introduction

This chapter presents a theoretical background as followed by an empirical account of studies relevant to the focal core of this study which entailed introducing an imaginative approach to teach grammar.

Theoretical framework

The orientation of the term "imagination" goes back to Latin which means self- portrayal. Perdue (2003) remarked that such self- portrayal involves self-reflection together with going-over one's own approaches and views. Imaginative learning is consequently regarded as an innovative ability of the mind. Merriam-Webster online Dictionary (2013) identifies imaginative thinking as the ability to form a mental image of something not present to the senses or never before wholly perceived in reality; creative ability; fanciful or empty assumption.

Egan (1992, p 43) defined imagination as: " The capacity to think of things as possibly so: it is the intentional act of mind; it is the source of invention, in the construction of all meaning; it is not distinct from rationality but is rather a capacity that greatly enriches rational thinking."

In (1997), Egan offered a theory which he called the 'Imaginative Education' theory (IE). In which he established his own explanation of students' imaginative development as accompanied by proposals concerning its pedagogical implications. (IE) is a fundamental modification of the whole process of education which is founded on five types of understanding (namely; Somatic, Mythic, Romantic, Philosophic and Ironic). Such considerations empower students to fit in the world in various ways.(IE) theorizes that as students educated in their sociocultural

environments, they move through the five kinds of understanding. To develop each kind of understanding Egan suggested conceptual or cognitive tools as he calls them.(Broom, 2011)

Unlike physical objects like a pencil or a computer that humans develop to aid them in life, cognitive tools are used by our minds and they tied to language acquisition, so students have already acquired them from their cultural environment through education. The use of cognitive tools such as story, metaphor, humor, games, drama, mystery, and role play can help students to be engaged imaginatively in learning especially in learning second language which is completely complex.(Broom,2011)

Egan (2005) encourages to use a variety of cognitive tools to interact students' imaginations: story, binary opposites, rhyme, rhythm and pattern, and jokes, imagery, play, and mystery, imaginative approach to education aims to maximize for students the array of necessary cultural tools that they every convert into their own cognitive tools. This imaginative approach to education emphasizes teaching and learning targeted on the acquisition of the most cognitive tools that connect students' imaginations with the information within the curriculum, on one hand, and enhances the powers of their brains normally. One necessary contribution that developing imagination makes to thought is to extend its flexibility, creativity, and energy. The aim of imaginative education more additional knowledgeable students who are ready to suppose flexibly, creatively, and with energy about the knowledge they gain concerning the globe cognitive.

Imaginative education engaged students emotionally in learning, because, rationality is not simply a set of computing skills; the mind works as a whole, and its whole includes our bodies and our emotions and imaginations.(ACER, 2007)

Imaginative Education has further implications for language-learning. it views the sociocultural environment around the student as particularly important. So, the actions of the teacher in the classroom are significant, and students' language-learning is shaped by their sociocultural backgrounds. The teachers should take care to ensure that they create welcoming and engaging environments using IE tools, by providing activities that are a little more difficult than the students' current language levels. With respect to students', teachers need to become familiar with the students whom they are teaching, especially in relation to the kinds of understanding that are most relevant to them and their individual personalities.(Broom, 2011)

The teacher becomes an education helper with IE, a part of the social group method, who attracts his or her principles of teaching from the larger cultural context. The teacher then moulds these principles into an expansive, outward-looking set of techniques that cover a spread of culturally developed tools of learning, like language, counting systems, and creative and musical expression, and that aim to develop understanding within students. By encouraging students to use these tools, the teacher allows them to move from having the ability to perform an activity on their own to having the ability perform a additional advanced activity with the intentional, supportive aid of the teacher.(Hagen, 2013)

Moreover, Nielsen, Fitzgerald and Fettes (2010) maintained that the IE theory stresses the significance of emotional commitment. Such commitment considers the starring role of narrative and its accompanying thinking/cognitive tools for instance: story, metaphor, rhythm and pattern, mental imagery and mystery. Nielson et al invited teachers to plan frameworks. IE hypothesizes that student's move over different types of perceptions in light of their social and cultural setting. Cognitive tools that

are related to language learning/acquisition support and assist the development of each type of perception .

Egan (2005) maintained that IE theory encompasses a simple perception of the aim of education which asserts nurturing understanding knowledge rather than the attainment of items of knowledge. Such nurture takes place through five bit by bit gradual stages that intend to grow the internalization of knowledge through the cultural tools of language and interaction schemes. The first stage is called *Somatic understanding*, it starts at birth which is the pre-linguistic stage where children begin to fit in their world by their senses of sight, sound, smell, touch, and taste.The second stage is *Mythic understanding*, it takes place as children grow up and improve the abilities of speech. This typically arises at the age of two where children use language tools like metaphors, binary opposites, and organizing their knowledge. The third stage is *Romantic understanding*, it takes place at the age of eight up to fifteen years old-time. children develop progressively attention to written language such as stories that move from fantasy to fairy to magic. The fourth stage is Philosophic understanding. It happens as adolescents grow into the teenaged years where they require an advanced complicated kind of language .The fifth stage is *Ironic understanding*, It takes place as students need reflective thinking tools that allow understanding and appreciation. Such reflection features ironic understanding which is the decisive stage of perception in IE theory.

According to Egan, the aim of imaginative education is to assist each student to grow these five types of understanding as they learn. Earlier in 1995 and before developing the IE, Egan stressed the significance of peripheral context in imaginative teaching as it offers students with the opportunity to express themselves effectively and meaningfully. Egan invited teachers to develop students' cognitive tools of make sense of the world (Egan,1995).

Obeidat (2007) established that employing imagination in teaching may advance the actual and effective partaking of the student who can imagine himself/herself mercury or a wheat seed becoming an effective part in acting such things. The knowledge added through employing imagination appears identical to genuine practice that rests in memory. Additionally, Egan and Judson (2009) put forward that an overt attention to imagination will end up with more effective learning.

Ambo Saeedi and Al-Balushi (2009) pinpointed the benefits of imaginative strategy use as it improves students' three-dimensional competences as well as their spatial thinking. Also, it processes abstract concepts faster, while being perceived as an actual preference for learners for it changes the classroom routine. Imaginative teaching, moreover, increases concentration, creativity, thinking, and lessens anxiety.

Imaginative teaching was evidenced as worthwhile in all subjects. For example, Alphen (2011) maintained using imaginative teaching in all primary school subjects as an approach to encompass students' attention and interest in learning. He analyzed the standpoints of two educationists, Egan and Steiner. Both viewpoints demonstrated how imaginative teaching involves the whole learner in the manner of learning. Both viewpoints established that children between the ages of 5 to 14 years learn best through imagination.

Empirical studies

This section reviews literature related to empirical work relevant to the imaginative teaching preferences and subject materials.

Nazeryan et al (2013) examined the influence of imaginative dramatization as a classroom activity on Iranian EFL learner's oral proficiency. Nazeryan et al. steered an OPT test where a total of (60) students in language institute in Iran were separated randomly into two groups of (30) students in each. So as to assess the student's oral

proficiency, IELTS oral proficiency test was managed to both groups as a pre-test. The experimental group was trained through drama activities during ten sessions while the control group received no training. The findings of the study indicated that EFL learners in the experimental group established higher scores as a result of drama activities training.

Diaz-Lefebvre (2004) believed that imaginative teaching is a substantial preference for students, he led an experimental pilot study at 10 psychology classes over a 2-year period (1994-96) in the Glendale Community College. The study used Howard Gardner's multiple intelligences theory (MI). It used innovative ways for students to complete assignments. Based on students' intelligences, they chose creative learning options, such as acting/role-playing, mime, collages, sculpture, original poetry, musical performance, drawing/sketching and paper/pencil testing to demonstrate core concepts and principles. The pilot stated that learners established understanding of academic textbooks by a *performance of understanding* as they learnt ideas to their peers using their chosen learning options.

Al-Arjah (2004) indicated that training students on imaginative teaching escalates students' participation, motivation and memory. Imaginative teaching helps students to recall information for long periods in a way that lead them more than in the situation of lecture where information remains impractical.

Some of the Diaz-Lefebvre's imaginative tools were taken further when Nielsen (2006) combined them as methods/practices of imaginative teaching. Specifically, Nielsen picked the imaginative teaching methods of drama, exploration, storytelling, routine, arts, discussion and empathy. The study reported that these practices/ methods might stimulate reform of prevailing efforts in education to cater for the imagination.

Rahim et al. (2007) extended imaginative teaching to language skills and course design. Rahim emphasized the process involved by a group of dyslexia students in an effort to design materials based on the imaginative learning approach. The participants of the study consists of (40) learners (ages 7-9) with dyslexia from five schools in Malaysia. Rahim et al. examined the nature, number and balance of interactions of participants as well as the content of discussion and reactions which occurred while using the imaginative approach. The participants were allocated in an imaginative corner where they can create scenarios of a certain theme/situation each week. The participants produced a short story based on themes/situations by employing the 'Clicker 5' program, the participating students were given the opportunity to pick their own words to write the story. The study reported the effectiveness of the imaginative approach in enhancing English language learning and to inspiring dyslexic students to work with their peers.

Imaginative teaching was ascertained as beneficial regarding the skill of listening. In this regard, Nuser (2009) examined the influence of supplementary listening teaching activities in Arabic lessons on the development of the learners' imagination. The sample of the study comprised 59 sixth grade male students in two groups chosen randomly from the Yarmouk University Model School. The experimental group was instructed in listening skills by the means of drawing, kinetic representation and cognitive activities. The control group was taught by the means of the traditional method prescribed by the Teacher's Guide which involved answering textbook questions upon listening to the text. The study reported that there were significant statistical differences at 0.05=α in favor of the experimental group. Moreover, it was established that there was no interaction between the tested teaching activities and the students' preceding achievement levels in Arabic subject. That is, the study indicated

that all students benefited from the teaching of the listening activities regardless of their level of background knowledge.

Imaginative teaching was evidenced as effective to subjects other than language. For instance, Kazem (2011) studied the employment of imaginative teaching in geography classes in Iraq. The sample of the study consisted of 36 students in the experimental group which was taught by the means of the imaginative approach and 37 students in the control group who were taught by the means of the traditional method. The results of the study showed that students in the experimental group statistically outperformed students in the control group as assessed by geography an achievement test developed by the researcher.

Even more, imaginative teaching was extended to emotional-behavioral development. In this regard, Unnsteinsdóttir (2012) studied the use of sandplay and storytelling (as examples of imaginative teaching methods) and their effect on students' learning and emotional-behavioral improvement. The study was conducted in a primary school in Iceland. The participant students (19 students) had learning disabilities, low reading competence, attention and/or emotional problems. Unnsteinsdóttir used the psychological scales of WISC, Achenbach and ADHD. The outcome of the psychological tests proposed that sandplay and imaginative storytelling facilitate children's emotional-behavioral improvement.

Can imaginative teaching be effective even in the case of math for math believes only in numbers? The answer is 'yes'. In a recent study as 2013, Hagen showed that students display an indisputable constructive engagement with mathematics. Hagen used IE theory as featured with students' imaginations and emotive responses for it accepts multiple access points in teaching mathematical ideas. Hagen reported that students increased their mathematical awareness through generating a series of

relationships. It was found that students developed confidence in their learning of arithmetic by using their cognitive tools of imagination.

Another subject area other than English was demonstrated as worthwhile by the means of using the imaginative teaching approach. In this concern, El-Jadba (2012) disclosed the efficiency of using a directed imagination strategy in the development of concepts and skills of reflective thinking in science amid ninth grade students. El-Jadba used the experimental method of a pre and post design of two groups involving 77. In the study, 28 situations of imaginative practices for teaching a list of scientific concepts were incorporated within the targeted unit. The study reported that there is a correlation between students' mean scores at the experimental group in both tests of the scientific concepts test as well as at the reflective thinking test. The study suggested the necessity of enfolding the strategy of guided imagination in all the levels of education as for the improvement of concepts and reflective thinking skills.

Concluding remarks

The theoretical account of imaginative teaching considered its definition of imaginative thinking (Egan, 1992; Merriam-Webster online Dictionary, 2013; Perdue, 2003), the theory of such approach (Egan, 1997; 2005; Egan & Judson, 2009; Nielson et al, 2010;Broom 2011;Hagen,2013), and the voices of the effectiveness of such approach (Al-Arjah, 2004; Alphen, 2011; Ambo Saeedi& Al-Balushi, 2009; Egan & Judson, 2009; Obeidat, 2007).

Most previous studies have focused on using imaginative teaching in teaching language skills (El-Jadba, 2012;Nazeryan et al, 2013;Nuser, 2009 Rahim, 2007), or teaching some subjects like geography (Kazem, 2011), or math (Hagen, 2013) or even for emotional thinking development.

The current study shares the ideas brought by IE theory. As such, many imaginative cognitive tools were thought of to conduct this study. However, the present study is different from the surveyed ones in that it investigated the teaching of grammar by the means of the imaginative approach in an EFL setting which has not taken place yet by other researchers, to the best of the researcher's knowledge.

Chapter Three

Method and Procedures

Introduction

This section demonstrates the method of the present study which followed a quasi-experimental design in terms of its participants, instruments, validity measures, data collection and analysis procedures.

Participants

The population of this study included all tenth grade students which consisted of ten sections with 30 students in each at *King Abdullah II Schools for Excellence* in Irbid/Jordan during the academic year 2013-2014. The sample (number 60 students) was selected by assigning two sections randomly. Pretest/posttest results identified equivalence between groups and hence assigning one group as experimental and another one as control with 30 students in each group. To explore differences between the two groups on the post test analysis of variance accompanying (ANCOVA) has been applied.

The rationale behind selecting *King Abdullah II Schools for Excellence* was that the students are known for excellence and had relatively high language ability unlike other public schools. That is, the school, though, was selected purposefully where students are high achievers and thus achieve the purpose of this study. The rationale behind having the tenth grade students as the sample is relevant to the fact that it is the last grade in the basic stage where students' language proficiency is an indicator of secondary stage track admission.

Instruments

In order to answer the question of the study, the researcher developed a set of research instruments:

1. Teaching material as based on *Action Pack 10*.two units of grammatical themes were chosen unit5 (Exploring wildlife) and unit 6 (Planning a trip), these units were developed to include two main parts. The grammar themes incorporated in this study were those of the second conditional and making suggestions using (shall, will, won't and let's). The first part enclosed reading texts outside the textbook but match students' level. The second part of the teaching material comprised of exercises and drills, grammar and vocabulary items of the reading passages which based on imaginative strategies (see Appendix 2).
2. The test which was managed as a pre-post achievement grammar test in order to assess the difference in students' achievement. The test included eighteen multiple choice questions that have 4 choices for each one, only one of which is correct. The students were instructed on how to answer the questions by circling the correct choice. The rest of the test included items dealing with understanding certain grammatical constructions. In scoring, students' achievement computed out of 100, allotting 4 points for each correct answer and 0 for each wrong answer. The time interval between the pretest and the post-test was that of 4 weeks. Such period tends to be long enough to minimize the effects of the pre-test on the results and the conclusions of the experiment (see Appendix 4).
3. An observation checklist which was employed for recording students' progress through the experimental setting. The observation checklist was managed by having a five point Likert scale (5 degree for answer very high to 1 degree for very low) as well as descriptive statistics (Means and Standard deviation) were computed. The checklist consisted

of items reflecting students' feelings, beliefs and attitudes towards the instructional approach. Since the imaginative approach accounts for the learner's motivation, the checklist was planned to record students' perceptions which cannot be filled in the achievement test (see Appendix 5).

The treatment

The treatment consisted of two levels: using imaginative approach with the experimental group on the one hand, and using the traditional method alone with the control group on the other hand. The experimental group was taught through the imaginative strategies for three 50-min periods a week for the duration of four consecutive weeks. Both groups were exposed to a pre-test immediately before starting the experiment and the same test was administered as a post-test immediately after the experiment.

Validity

The pre-post grammar achievement tests, the observation checklist and the teaching materials given to the jury of eight from university professors and school teachers (see appendix 1), to elicit their views and to make sure that it suits the level of the students. The kind of feedback by the moderation process by the jury steered to elicit their views as to the accuracy, clarity, and appropriateness of the instruments. Then the test was reviewed and modified in light of jury's comments.

Reliability

The reliability of the test tested through a pilot study of (20) students who excluded from the sample. The reliability coefficient of the test was calculated by using Cronbach-alpha which reached (0.88) at ($\alpha \leq 0.05$) and considered acceptable for conducting the test.

Difficulty and discriminate factors:

So as to examine the power of test items measurement power in grammar achievement test, the researcher identified difficulty and discriminate indices.

Table (1): Difficulty and discriminate indices for each item of grammar test

Items	Difficulty index	Discriminate-ate index	items	Difficulty index	Discriminate-ate index	items	Difficulty index	Discriminate-ate index
1	0.49	0.47	12	0.42	o.41	3A	0.38	0.45
2	0.51	0.62	13	0.44	0.39	3B	0.47	0.34
3	0.55	0.56	14	0.56	0.44	3C	0.46	0.44
4	0.50	0.61	15	0.48	0.42	3D	0.44	0.40
5	0.54	0.65	16	0.50	0.44	3E	0.41	0.44
6	0.60	0.67	17	0.44	0.51	4A	0.45	0.51
7	0.51	0.44	18	0.53	0.49	4B	0.50	0.44
8	0.54	0.43	2A	0.42	0.37	4C	0.44	0.51
9	0.45	0.36	2B	0.42	0.47	4D	0.57	0.54
10	0.40	0.34	2C	0.49	0.50			
11	0.42	0.52	2D	0.55	0.51			

Table (1) demonstrates that difficulty and discriminate indices for each item of grammar achievement test were accepted, whenever the items were more than 0.30 and less than 0.70, since the standard difficulty and discriminate indices range from 0.27 to 0.70.

Instructional procedures

The following is a sketch of the teaching procedures for the experimental as well as the control group.

The teaching procedures for the experimental group (Appendix 2). As suggested by (IERG,2014):

1. Begin with a meaningful story / role play/drama on the topic or a general question that needs elaboration or discussion or drama.

2. Start with aspects of the structure that show many and varied connections between the new structure and students' emotions and experiences.
3. Make students' learning experience as concrete and practical as possible by using cognitive tools of certain kinds of activities such as: students' hobbies, role-play, graphs, lists, and charts.
4. Keep it relevant and interesting through promoting student's thinking about further dimensions of the topic.
5. Start with the known structure and move gradually toward the unknown structure. That is, move from the particular aspects of the new structure of what students have been learning to a more general explanation.
6. Apply each taught structure in one class period. Precede written expression oral expression, and do not isolate communication skills.
7. Give examples, if the learner is unable to create language for a given structure, then ask students to produce their own while talking about it.

The teaching procedures for the control group:

According to the Teacher Guide (2013), teaching structures focuses on their functional aspects that provide sufficient drill material on the structures as follows:

2) Give examples of the new structures, which are usually embedded in a context for students to study.
3) Give students further practice on the use of the new structure.
4) Point out the function of the new structure and ask students to do different types of oral and written exercises to show their understanding of this function.

Data analysis

SPSS computerized program was used to data entry and organized to make statistical process. Mean scores and standard deviations of the pre/ post tests were calculated for both groups. An independent *t*- test was used to find out if there are statistical differences in student's achievement on grammar between the experimental group and the control group as a result of applying time imaginative approach on the experimental group. And calculated the reliability coefficient of the test by using Cronbach-alpha.

Paired sample t-test was used to find out if there are any statistically differences in student's achievement on grammar between pre and post tests applied for each group {the experimental and control group}.

As for the observation checklist, data were analyzed syntactically and semantically for the interaction behaviors between the teacher and students during the administration of the imaginative teaching approach in class. To explore differences between the two groups on the post test analysis of variance accompanying (ANCOVA) was used.

Chapter Four

Results of the Study

Introduction

The main focus of this study was to assess the effectiveness of the imaginative approach on EFL tenth grade students' achievement in grammar in Jordan. The present study embraced a quasi-experimental design with control/experimental groups evaluated by pre /post-tests. As such, this Chapter pronounces in detail the findings obtained throughout this study. The results of the study presented are in light of the question of the study: Are there any statistically significant differences due to a training lesson plan integrating the imaginative approach strategies of storytelling, collections and hobbies, drama or role play on tenth grade students' achievement in grammar?

To answer the question of the study, independent t-test, paired t-test and analysis of variance (ANCOVA) (SPSS program) were used to determine whether there were any statistically significant differences between the two groups on pre and post-tests . Table (2), however, compares relevant results to the experimental group and control group performances on grammar achievement pre/post-tests. Such linguistic competence measurement was meant to find out differences, if any, between groups at the end of the experiment.

Table 2: Experimental and control groups pre/post-test results

	Group	No of Ts	Mean	SD	Mean Difference	T-Value	DF	Sig.
Pre	**Control**	18	15.33	0.69	0.111	0.47	34	0.63
	Experimental	18	15.44	0.70				
	Group	**No of Ts**	**Mean**	**SD**	**Mean Difference**	**T-Value**	**DF**	**Sig.**
Post	**Control**	18	20.56	1.20	0.333	7.77	34	0.00
	Experimental	18	23.89	1.37				

Table (2) demonstrates that there were no statistical significant differences between experimental and control in pre-test at the significance level when $\alpha \leq 0.05$. The Table shows that *t* value was as insignificant as 0.47 or as 7.77. This points out that the two groups are equivalent with regard to grammar achievement which concerns this study and its focal point of emphasis.

Table (2) pinpoints, however, significant statistical differences between experimental and control in post-test results at significance level of $\alpha \leq 0.05$ where *t* value was significant and scored 7.77 in favor of experimental group. Since the mean scores of the two groups was nearly close as that of 23.89 for the experimental group and 20.56 for the control one, paired sample *t* test was carried out to determine whether there were any statistically significant differences between pre and post grammar achievement tests for each group.

Table 3: Paired sample t test results

Group	No of Ts	Test	Mean	SD	Mean Difference	T-Value	DF	Sig.
Control	18	Pre	15.33	0.69	-5.22	-14.99	17	0.00
		Post	20.56	1.20				
Experimental	18	Pre	15.44	0.70	-8.44	- 28.72	17	0.00
		Post	23.89	1.37				

Table 3 illustrates that there are statistical significant differences between pre and post grammar achievement tests for the experimental group. The Table shows *t* value as 28.72 in favor of post -test with a mean score of 23.89 if compared to the pre –test score of 15.44. There were not, dissimilarly, statistical significant differences between pre and post achievement test results in the control group where *t* value was estimated as insignificant as 14.99. The results showed a level of modification/reform in experimental group performance as superior to the control group. And so, the students who were thought by the means of the imaginative approach demonstrated enhanced achievement more than those who were taught through the traditional approach. To explore the differences between the two groups on the post test the analysis of variance accompanying (ANCOVA) has been applied.

Table 4: Test results analysis of variance (ANCOVA) depending on the variable group (experimental and control)

Source	Sum of squares	Df	Mean Square	F	Sig.
Group	97.503	1	97.503	58.544	0.000
Pre	1.262	1	1.262	0.758	0.390
Error	54.960	33	1.665		
Corrected Total	156.222	35			

Table (4) shows that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) due to the variable group in the achievement test in post measure, As the value of (f) (58.544) and in terms of the Sig. (0.00), to favor of experimental by mean (23.89), but control mean was (20.56).

Concerning the results obtained by the observation checklist, Table (4) shows a record of student's progress through the imaginative experimental setting by the researcher and two EFL teachers. The checklist recorded students' feelings, beliefs, and attitudes in order to portrait the student as a whole.

Table 5: Means and standard deviations of observation checklist's items.

No.	Item	Means	St. dev
1	The imaginative strategy helps the students to activate their previous learning.	4.50	0.71
2	The imaginative strategy encourages the students to work in groups.	3.50	0.71
3	The imaginative strategy gives the students motivation and incentives to learn the new subject.	4.50	0.71
4	The imaginative strategy can help the students to focus on lessons.	5.00	0.00
5	The imaginative strategy helps the teacher to manage the class properly.	5.00	0.00
6	The imaginative strategy gives students the answers they want.	4.50	0.71
7	The imaginative strategy helps students to explore the new learning.	4.50	0.71
8	The imaginative strategy helps the students to distinguish between facts and opinions.	5.00	0.00
9	The students are the focus of the teaching learning process using this strategy.	4.50	0.71
10	The students are able to recheck their answers and ideas again.	5.00	0.00
11	The students were able to express their opinions freely.	5.00	0.00
12	The students were able to behave properly in the classroom.	4.50	0.71
13	The students can give many examples to the lesson	5.00	0.00
14	Using the imaginative strategy improves low achieved students.	4.50	0.71
15	The imaginative strategy encourages students to act at mutual respect with the teachers and other students.	5.00	0.00
16	The imaginative strategy enables students to use grammar rules in context.	5.00	0.00
17	The imaginative strategy generates mental schemes using different materials.	5.00	0.00
18	The imaginative strategy helps students to make positive attitudes towards English language learning.	5.00	0.00
	Average	4.72	0.08

The table shows the participating students' feelings, beliefs and attitudes towards the imaginative approach. Most mean scores ranged from 4 to 5 with an average mean score as that of 4.72. These designate very high mean scores, since such scores were calculated by having a minimal

range as that of 0.00 and a maximal range as that of 5.00. For that reason, the imaginative approach was substantiated as worthwhile and valuable in coping with students as whole persons who have feelings and such feelings are taken further to enhance the teaching/learning process.

Chapter Five

Discussion, Pedagogical Implications, and Recommendations

This chapter presents a discussion of the obtained results and pedagogical implications along with suggested recommendations.

Discussion

The crucial issue raised by this research was to check the effectiveness of using the imaginative teaching approach in teaching grammar. This study attempted to answer the following question: Are there any statistically significant differences due to a training lesson plan integrating the imaginative approach strategies of storytelling, collections and hobbies, drama or role play on tenth grade students' achievement in grammar?

The data were collected through a pretest-treatment posttest design for equivalent groups. The present study reported better enhanced achievement levels in favor of the experimental group.

This result is consistent with many studies that reveal the advantages of using imaginative teaching in enhancing different language skills (El-Jadba, 2012; Nazeryan, 2013; Nuser, 2009; Rahim ,et al 2007). In the present study, the imaginative approach was described as having a positive effect on students' performances in grammar. Large differences between the achievement of the experimental group and the control group were noted.

Specifically, Nuser (2009) proved the efficiency of using cognitive tools in teaching, as well. Nuser introduced supplementary listening activates for developing learners' imagination at Yarmouk University Model School. The experimental group was taught in listening skills by the means of drawing, kinetic representation and cognitive activities. The control group was taught by the means of the traditional method prescribed

by the Teacher's Guide which involved answering textbook questions upon listening to the text. The study reported that there were significant statistical differences in favor of the experimental group.

Kazem (2011) and Alphen (2011) investigated the use of imaginative teaching in class. The results of these studies indicated that students in the experimental group statistically outperformed students in the control group by the means of an achievement test. Furthermore, Nazeryan et al (2013) demonstrated the effect of dramatization as a classroom activity based on imagination in teaching English skills on Iranian EFL learner's oral proficiency; the results indicated that EFL learners in the experimental group received higher scores after being treated with 10 sessions of drama activities.

As to Egan (1995), imaginative teaching is considered as something peripheral/environmental to education, since it offers students with chances to express themselves. Imaginative teaching is fundamental to all school subjects (Al-Arjah, 2004; Alphen, 2011; Ambo Saeedi& Al-Balushi, 2007; Egan & Judson, 2009; Obeidat, 2007). Egan (1995; 2005) added that such approach is distinctive in two key ways. Main, it delivers a new way of accepting students' cognitive internalizations while learning. Then it does so in a way that proposes specific teaching techniques.

Can a study on grammar in a way or in another be similar to another study on math provided using the same approach in both studies? This study reported similar findings as obtained by El-Jadba (2012). In the present study and El-Jadba's study, mean scores of students' achievement at the experimental group were high along with boosting attitudes. Both studies highlighted the role of thinking which is on component of the imaginative approach (Egan, 1995; 2005). Eckhoff and Urbach (2008) urged educational institutions to accentuate the significance of imaginative teaching in today's instructional climate. Imaginative teaching may

improve students' ability for autonomous learning with partial dependence on the settings within which they participate. Norman (2000) clarified that imagination plays a crucial role within the learning method.

The general significant inclination felt by the observation checklist results in the current research concerning the imaginative approach was that it affected feelings, and attitudes positively. In the present study, it was demonstrated that exercising imaginative teaching increased students' participation in the classroom. It was shown how such teaching improved the motivation of students to learn, delivered them with a new perception. It is expected that such teaching will be extended for longer periods of time (Al-Arjah, 2004).

The study found out that the students who were instructed by the imaginative approach had higher achievement scores through test results and classroom observation more than those who were taught by the traditional method. The study reported similar findings to those obtained by Liang ,Chang; Chang and Lin (2012) who reported the potentials of student-generated imaginative teaching through different types of representations, diagrams, matrices, causal chains, timelines, or even outlines.

Pedagogical Implications

What role, if any, should the imaginative approach have in the language classroom? The language classroom is not one classroom, but many, encompassing a variety of levels from beginners to advanced proficiency language learners. Given this, there are several pedagogical implications to just how much of a role the imaginative approach should play.

The implications are that language learning is understood to be embedded in culture. IE views that students are not empty vessels but they have already acquired many kinds of understanding in their own lifetimes, so teachers should understand their students and plan suitable lessons for

them. Teachers should identify the kind of understanding that students possess, then using the cognitive tools of these kinds of understanding to plan lessons. Students can be divided into varied lessons depending on the kinds of understanding they have as well as on their language level proficiency. Both tools and language acquisition aid in the development of the kinds of understanding, as students mature they add new kinds of understanding, this means that all kinds of understanding are not developmental stages through which students move, yet they remain and can be drawn on by teachers to enrich second –language learning. The amount of using the imaginative approach and how it is employed should vary with classroom settings. The imaginative approach provides scaffolding that should be steadily increased as the students' for exploiting L2 use which be the aim in every classroom. (Broom, 2011).

The findings of the present study indicated that positive attitudes enhanced grammar learning. That is, the imaginative approach in the language teaching has taken down affective filters. This is done through and reflecting on personal experiences. Reflections not only of the L2, but also of the processes that take place in the classroom. Krashen's affective filter hypothesis (as defined by Gass & Selinker, 2008) implies that language learners will filter or block out L2 if they become anxious, annoyed, or uninterested. When this occurs, learning stops/ends. This may have negative effect far into the future, as students may perceive language learning as a hopeless effort. Thus, it is vital that the students' enjoy and understand the teaching points in class.

The research question raised by this study entailed: " Are there any statistically significant differences due to a training lesson plan integrating the imaginative approach strategies of storytelling, collections and hobbies, drama or role play on tenth grade students' achievement in

grammar?". If the observer/trainer teacher observed students' practices such as "The imaginative strategy helps the students to activate their previous learning," or "The imaginative strategy can help the students to focus on lessons," or "The imaginative strategy gives the students motivation and incentives to learn the new subject," or "The imaginative strategy helps the teacher to manage the class properly' as demonstrated in Table 4, the learner may be more likely to acquire thinking/cognitive tools. This shows the importance of an "imitates one's actual practices" stage, "getting to real results' stage, " relating images in a way to generate views" stage, and " exemplifying into a real life" stage as proposed by Vygotsky's (2004) account of the imaginative approach. That is, the power of strategies needs to be made explicit to learners.

As the findings suggest, learners were more likely to practice strategies with grammatical patterns that did not present too much difficulty in terms of the type of the task. The implication here is that EFL teachers have to be careful about the material being suitable to the learner's language level. The significance of authentic materials for strategy learning is emphasized by academics (e.g., Al-Arjah, 2004; Obeidat, 2007).

Once the peripheral features of using the imaginative approach have been investigated, care should be paid to the information treating of the student's thinking process, in which strategies are included. As the findings suggest, learners experience did not experience problems regarding understanding the grammatical patterns in question, provided that, students' scores in the experimental group were enhanced more than those of the control group who were taught by the traditional method.

When it comes down to a specific strategy such as storytelling, collections and hobbies, drama or role play, the teacher identify the learner needs to acquire. Teachers should be aware that strategy acquisition may go through three stages, similar to other cognitive skills (Nielsen et al, 2010).

Recommendations

The current research highlighted the significance of the imaginative approach in teaching grammar, nevertheless further investigation is essential to confirm and verify the results of this study. EFL teachers are strongly recommended to develop their students' thinking skills. Teachers, also, are extremely directed to instruct students how to learn grammar meaningfully through their imaginative tools rather than assessing their grammatical competence.

Understanding the relationship between language and imagination is critical to design EFL materials. As such, the current study recommends the need for developing principled instruction of all language skills in light of the imaginative approach illustrated by this study. Further, this study suggests conducting research-based imaginative approach for various school levels across different subjects. The study, shows appreciation to an emergent of imaginative teaching techniques that deliver practical and comprehensive materials.

The present study provides educational help and implication to textbook designers, academics, instructors and those involved in communicative competence in general and linguistic competence in particular.

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Appendices

Appendix (1)
The Validation Jury

Specialization / College / University	The Arbitrator
Faculty of Arts /Department of English / Yarmouk University	Prof. Fawaz Abd Al-Haq
Faculty of Arts /Department of English / Yarmouk University	Prof. Mahmoud Wardat
Curricula and instruction/ Faculty of Education / Yarmouk University	Prof. Ruba Bataineh
English language teacher / King Abdullah II schools.	Ghadeer Al-jamal
Mathematics Curricula / Faculty of Education	Dr.Amal Al-Zouabi
Faculty of Education / Al-Albayt University	Dr. Ahmad Al-Bataineh
Faculty of Education / Al-Albayt University	Dr. Ali Abu Asaeileek
Curriculum English Language/ Faculty of Education / Yarmouk University	Dr. Abdullah Bani Abdurrahman

Moderation Letter

In the name of Allah the Best Merciful the Best Gracious

Dear Teacher:

I am conducting a research project entitled:

An Investigation of the Effectiveness of the Imaginative Approach on EFL Tenth Grade Students' Achievement in Grammar in Jordan

As part of an M.A. thesis at Yarmouk University in Jordan, the purpose of the study is to investigate whether using an imaginative approach for acquiring English language grammar through the use of specific imaginative tasks affects students' achievement in grammar.

You as an expert in teaching English are invited to participate in the study by (giving your opinion, suggestions and moderation to the tools of this study as well as giving a final evaluation of the researcher's work). Your participation in this project is voluntary. Your advice is highly appreciated.

Please assist me in this research and thank you very much in advance for your time and assistance.

Sincerely,
Sumaya Emjawer

e--mail : sumayaemjawer@yahoo.com

Appendix (2)
The Training Lesson Plans

Statement of the problem:

There is a need for an achievement test to be administered at the end of the training of tenth grade students grammar. It is important to know what progress is being made to students during the one-month training.

Specifications

Types of text: the texts are taken from the textbook unit 5 Exploring wildlife and unit 6 *Planning a trip*.

Addressee: tenth grade students at King Abdullah the Second for Excellence in Irbid/Jordan.

Time: the second semester (April 2014).

Topics: The second conditional

Operations: these are based on the stated objectives in the Tenth grade Action Pack 10, and include broad and underlying skills:

Broad skills:

1. To use the second conditional in writing sentences correctly;
2. To answer comprehension questions by using the second conditional
3. To act roles while using the second conditional correctly.

Underlying skills:

Those are regarded as of a particular importance for the development of the broad skills, and which are given particular attention in the training.

1. To draw an image about what the student has already imagined;
2. To use cognitive tools such as role plays, storytelling in imagination.

Materials:

1- Student's Book, pages 42-43
2- Dictionaries.
3- Glossary – Activity Book pages70-71
4- Cassettes
5- Worksheets
6- Activity Book : Module 4-page 31

Cognitive tools: Techniques used in teaching the second conditional such as: Narrative(storytelling),role-plays, collections and hobbies

Format: storytelling and role-play.

Criterial levels of performance: students after completing the training successfully should be able to respond correctly to the second

conditional. Allowing for 'performance errors' on the part of the student, a criterial level of 100 per cent is set. The numbers of students reaching 100 to 90 will be the number who have achieved in terms of the objectives of the lesson.

Procedures

A. Second conditional using Narrative {storytelling}

1. The lesson is explained briefly using the traditional way, giving an example of second conditional with a brief explanation of the structure of 'if clause' which has two verbs one in the past simple and the other in the infinitive form because of would. The teacher can also explain the use of second conditionals

   a).It is used to express imaginary or improbable situations in the present or future and their results:

   e.g., If you did more exercises, you would feel better.

   b). Second conditional is also used to give advice:

   If I were you I would study hard.

2. Students are told that they are going to do a new activity that will help them gain an even better understanding of second conditional.

3. Students are asked to relax, close their eyes and listen to the teacher as she narrates the following story:

<u>The story</u>

The wind and the Sun came to have a quarrel. Both of them claimed to be a stronger. At last, they agreed to have a trial of strength. Here, comes a traveler. Let us see who can strip him of his cloak," said the Sun. The Wind agreed and chose to have the first turn. He blew in the hardest possible way. As a result, the traveler wrapped his cloak even more tightly around him. Then, it was the turn of the Sun. At first, he shone very gently. So, the traveler loosened his cloak from his neck. The sun went on shining

brighter and brighter so the traveler felt hot. Before long, he took off his cloak and put it in his bag. The Wind had to accept his defeat.

<u>Now, Students are asked to</u>:

1. Draw an image about the story?
2. Express their feelings about the story?
3. Summarize the main idea of the story?
4. Identify the hero
5. Give some sentences from the story that best embody the heroic quality?
6. Answer the following questions {the teacher may write them on the board}
    a) If it were hot this afternoon, what would you do?
    b) If it were windy this afternoon, what would you do?
    c) If you were the traveler what would you do?
    d) If you were the wind what would you do to win?

B. The second conditional using “Role-play”

The teacher tells the students that they are going to do a new activity which involves acting or role-play. The aim of this activity is to practice using the second conditional in context.

Procedures

1. Divide students into pairs
2. Hand out the role play cards Set 1.
3. Give the students time to look through the task and check that they understand what to do.
4. Give them time to role play the situation.
5. As feedback, ask some questions about the conversation e.g. ask a student to write a sentence from the conversation that includes if conditionals you may ask another student to write the negative or the question form of the same sentence.
6. Tell students their roles will be changed now. Mohammed will become Abdullah and vice versa.
7. Hand out the role play cards Set 2
8. Give the students time to look through the task and check that they understand what to do
9. Give them time to role –play the situation
10. As a feedback ask the students some questions about the conversation, e.g. Ask a student to write a sentence from the conversation that includes second conditional you may ask another student to write the negative or the question form of the same sentence.

Examples of role-play [set 1]

Mohammed: What did you do yesterday?

Abdullah: I was really busy yesterday.

Mohammed: Are you normally busy?

Abdullah: Yeah, I am.

Mohammed: If you had more time, how would you spend it?

Abdullah: If I had more time I would visit my uncle.

Examples of role-play [set 2]

Yasser: Do you play the lottery?
Maher : Yes, I do
Yasser: How much money can you gain playing the lottery?
Maher : 10,000 dollars
Yasser: If you won the lottery what would you do?
Maher: If I won the lottery I would buy a new car.

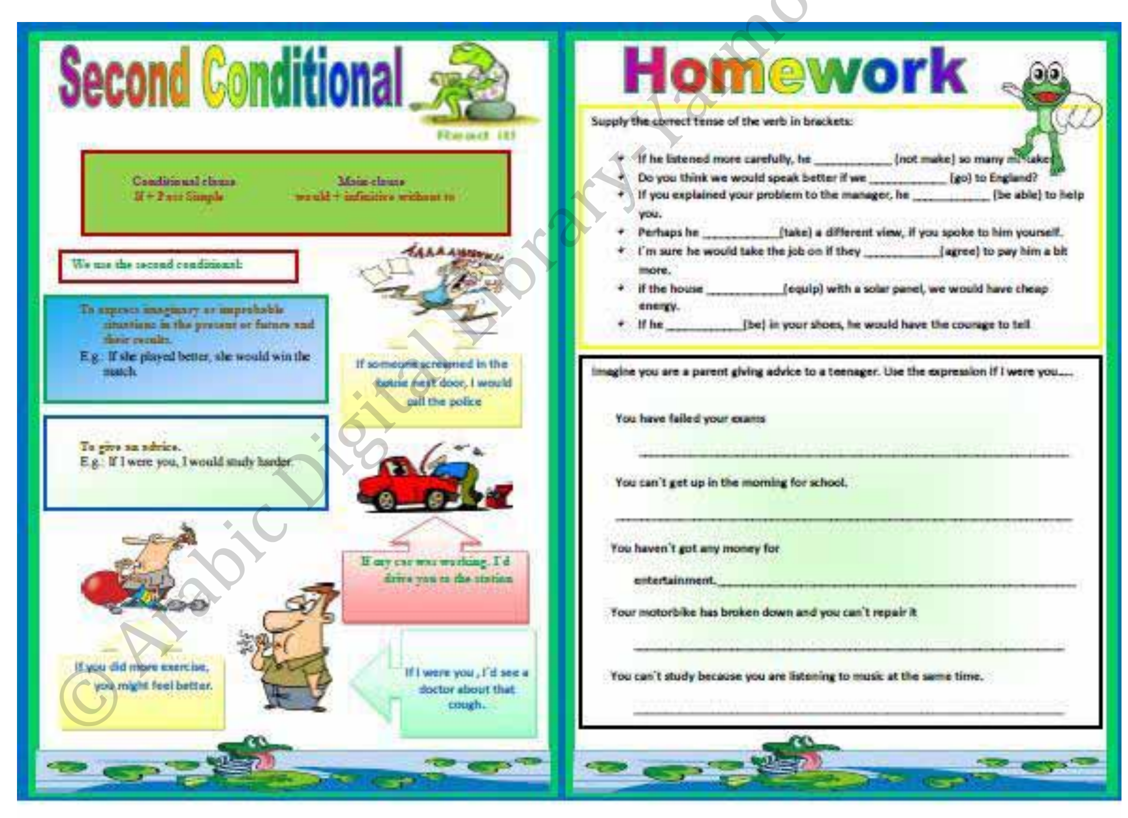
Then the teacher asks students the following questions:

a) Write sentences from the conversation that include the second conditional

b) What does the second conditional clause include? Give your own examples.

Evaluation:

- Students are asked to answer questions on page '33' as an assignment
- The teacher will use the worksheet below that includes two questions, to make sure that the topic has been understood



{The teacher can use a poster in which he writes the following rules}

Structures of the second conditional		
Question	**Negative**	**Positive**
What would you say if you met Queen Elizabeth?	I wouldn't (would not) refuse if you offered me $10,000.	If I had more time, I'd (I would) travel more.
Would you leave the job if you were me?	I wouldn't (would not) leave the job if I were you.	If I were you, I'd leave the job.

The second conditional - Common mistakes		
Why?	**Correct version**	**Common mistakes**
We use the past simple (here *I had*) in the if-clause. It shows we are talking about something which is unlikely to happen or is an imaginary situation.	If I **had** enough money, I would buy a new computer.	~~If I would have enough money, I would buy a new computer.~~
The main clause includes **would + infinitive.**	If you didn't hurry so much, you **would feel** more relaxed.	~~If you didn't hurry so much, you will feel more relaxed.~~

The training lesson plans

Statement of the problem:

There is a need for an achievement test to be administered at the end of the training in the grammars of 10^{th} grade students. It is important to know what progress is being made to students during the one-month training

Specifications

Types of text: the texts are taken from the textbook unit 5 Exploring wildlife and unit 6 Planning a trip

Addressee: Tenth grade students at King Abdullah the Second for Excellence in Irbid/Jordan.

Time: the second semester (April 2014).

Topics: Making suggestions using shall, will, let and what /how about?

Operations: these are based on the stated objectives in the Tenth grade Action Pack 10, and include broad and underlying skills:

Broad skills:

1) To write the forms of suggestions correctly.
2) To answer comprehension questions by using forms of suggestions.
3) To act roles while using suggestion forms correctly.

Underlying skills:

Those are regarded as of a particular importance for the development of the broad skills, and which are given particular attention in the training.

1) To know the meaning of these forms in context through acting roles.
2) To use cognitive tools such as collections, hobbies, role plays in imagination.

Materials:

1) Student's Book, pages 48-49.
2) Dictionaries.
3) Glossary – Activity Book pages70-71.
4) Cassettes.
5) Worksheets.
6) Activity Book: Module 4-page 31.

Cognitive tools: Techniques used in teaching the second conditional such as: collections and hobbies and role play.

Format: role-play, asking about hobbies, classifying forms of suggestions in a collection.

Criterial levels of performance: students after completing the training successfully should be able to respond correctly to the questions of suggested ideas. Allowing for 'performance errors' on the part of the student, a criterial level of 80 per cent is set. The number of students reaching this level will be the number who have achieved in terms of the objectives of the course.

A. Making suggestions using "Role-play"

The teacher tells the students that they are going to do a new activity which involves acting or role-play. The aim of this activity is to practice using some forms of suggestions in context.

Procedures

1) Divide students into pairs.
2) Hand out the role play cards Set 1.
3) Give the students time to look through the task and check they understand what to do.
4) Give them time to role play the situation.
5) As a feedback, ask some questions about the conversation e.g ask a student to write a sentence from the conversation that includes suggestion forms you may ask another student to write the negative or the question form of the same sentence.
6) Tell students their roles will be changed now, Mohammed will become Abdullah and vice versa.
7) Hand out the role play cards Set 2.
8) Give the students time to look through the task and check they understand what to do.
9) Give them time to role – play the situation.
10) As a feedback ask the students some questions about the conversation, e.g ask a student to write a sentence from the conversation that includes

forms of suggestions you may ask another student to write the negative or the question form of the same sentence.

Examples of role-play [set 1]

Mohammed: should I buy the Porsche or the Ferrari? **Abdullah**: I think you should buy the Ferrari. **Mohammed**: why is that? **Abdullah:** because I'd like to borrow it. **Mohammed:** Hmmm, I'll think about it.

Examples of role-play [set 2]

Yasser: ah, ah I'm exhausted. **Maher**: what about taking a break? **Yasser**: yeah, I need to get some fresh air. **Maher**: Are you going for a walk? **Yasser**: yes. **Maher**: That's a good idea. **Yasser**: O.K, I'll be back soon.

Then the teacher asks students the following questions:

1) Did you enjoy using this activity? How do you feel know?
2) Write sentences from the conversations that include a form of suggestion.
3) What does the suggestion clause include? Give your own examples.

Evaluation:

- The teacher will ask students to answer questions in the worksheet below, to make sure that the topic has been understood.
- Students are also told to answer questions on the Activity Book page '35' as an assignment.

AGONY AUNT LETTERS: CAN YOU ADVICE THESE PEOPLE?
USE MODALS VERBS

1- Bullied at school

Dear Anne

I'm 13 years old. My classmates make me sick. They treat me badly and that scares me. I'm very angry. I don't want to go to school any more. Every morning when I go to my classroom they wait for me by the only entrance. They want me to give them all my money. Sometimes after school they make me do horrible things. Once I had to lick the toilet. What shall I do? I can't go to my teachers or my parents because they don't believe me! And I can't change school because this is the only one near the village where I live. Please help me!

2- Daughter awaits operation

Dear Anne

My daughter is ill and awaiting surgery for a tumour to be removed. Her husband has gone into a mental depression. He's offering her *no* support and she does not have the strength to worry about him whilst worrying about herself and her two boys. I am there for her but do not know what else I can do. I am angry at her husband for letting her down in this time of need but cannot do or say anything. I live five hours away from my daughter and my heart breaks when I speak to her, knowing she is also falling apart. What can we do? Thank you.

3- Friend's emotional blackmail

Dear Anne

A friend I've known for many years blackmails me into spending more time on her than I want to. I have emigrated and lead a fulfilled but very busy life as a self-employed single mum of three. My friend lives in my home country and gets upset if I don't reply to all her very long emails or don't visit her on every single family visit. In return, she keeps buying me and my children expensive presents which make us feel guilty. She is a lonely, bitter person in a highly paid job. When she visits me she expects me all to herself and goes on for hours about how badly the whole world treats her. I'm the only one who is still prepared to listen to her because she is very trying. I don't know how to extricate myself from this 'friendship' because I'm fed up with her negative self-pity and would rather visit other old friends whom I have not seen for ages, but she makes me feel guilty if I don't and she *is* the godmother of my daughter.

4- How to come off drugs

Dear Anne

I'm sixteen and I'm having tremendous trouble quitting drugs. About a month ago I collapsed from severe dehydration and lack of sleep whilst coming down from a 20 pound wrap of amphetamines and four E's. I was tripping out, seeing spiders and things everywhere. I thought I'd died at one point. I don't ever want to have to go through anything as horrible as that again. I've quit now but I get really depressed over nothing at all and end up crying for hours. Then the next day I think of buying a few pills and have to snap myself out of it. I need help. I just want to know how to deal with the depression because it's really bad

-

B. Making suggestions using "collections and hobbies"

After teaching the lesson briefly in the traditional way, the teacher tells the students that they are going to do a new activity which involves collecting all suggestions forms, putting them into a Table, and classifying them according to their grammatical structure. students can also give different examples for each form. The aim of this activity is to practice using some forms of suggestions in context.

Procedures:

1. Draw a Table of three columns on the board, put all suggestions forms into the first column, and write the forms or structures into the second while the third column will include the examples.

Examples	**structure**	**Form**
Will we stay here?	infinitive	Will
Shall we leave tonight?	infinitive	Shall
Let's do it.	infinitive	let's
How about skiing?	Gerund	How about
What about reading a book?	Gerund	what about

2. Ask students to write the grammatical structure or form of the verbs: shall, will, let's, how/what about, students will classify these verbs into two categories infinitive and gerund, they will give examples for each form.
3. The teacher can also ask students to make another collection into another table, which will include supporting and not supporting suggestions

Not supporting	**Supporting**
Sorry,I don't think so	That's a good/great/fantastic idea

I’m afraid but ….	Good idea
I’d love to but…..	Yeah, why not
Well, I’d rather…	I’d love to
I don’	Yes, let’s do it
I don’t like your idea because……	

4. The teacher can ask students about their hobbies using these forms {shall, will, let’s, what/how about}.The teacher will use question and answer forms of suggestions.

Examples:

a. who will make exercises in his free time?{ the teacher may write names of some students on the board and their hobbies}
b. What will you do in your free time?
c. What about playing football in the garden?
d. How about listening to music?
e. How about writing Novels? Poems? Short stories?
f. What about reading?

Note: the teacher must provide students with the form of the question and answer as well.e. g,

Q What will you do in your free time?

A I like watching TV.

Q What about playing football, who like it?

A Ali prefer playing football in his free time.

Evaluation:

The teacher will ask students to answer questions on the Activity Book page {35}to make sure that the topic has been understood.

Appendix (3)
General Lesson Design

Unit theme topic	Date	Strategies	Structures	Vocabulary	Evaluation
Module 4: **(journeys)** **unit5:** **{exploring wildlife}**	**March (3rd -4th weeks)**	These are based on the stated objectives in the Tenth grade Action Pack 10,and include broad and underlying skills: ***Broad skills*:** a) To use the second conditional in writing sentences correctly; b) To answer comprehension questions by using the second conditional. c) To act roles while using the second conditional correctly. ***Underlying skills:*** Those are regarded as of a particular importance for the development of the broad skills, and which are given particular attention in the training. a) To draw an image about what the student has already imagined. b) To use cognitive tools such as personification, humanization in imagination.	**The second conditional**	**Polar regions, marine life**	Write sentences using the second conditional: - If I (read) more English books/ my vocabulary (improve). - I (ask) for help/ if I (can't) do my homework.

Appendix (4)

The Grammar Achievement Pre – Post Test

Q1. *Choose the correct answer*

1. If I ………….. her again, I would be really angry with her.
   a) Meet
   b) Meeting
   c) met
   d) had met
2. If you ………a bit harder, you'd be really good at your job.
   a) Work
   b) working
   c) worked
   d) have worked
3. Why don't we ……………chess?
   a) playing
   b) played
   c) to play
   d) play
4. How about …………..to Irbid Mall today?
   a) to go
   b) going
   c) go
   d) to going
5. If they …………me the job, I would probably take it.
   a) was offered
   b) offer
   c) had offered
   d) offered
6. If he ………….. a shower every morning, it would be much easier to work with him.
   a) were
   b) had
   c) washed
   d) took
7. It would be great ………………..a break now.
   a) take
   b) to take
   c) taking
   d) takes

8. How about ……………out for your birthday next Sunday?
   a) going
   b) go
   c) to go
   d) are going
9. Do you think Harry …………angry if I used his office whilst he was away?
   a) would know
   b) would see
   c) would be
   d) would feel
10. ……………..talk rudely.
   a) let's to not
   b) let's not to
   c) let's not
   d) let's don't
11. I ……………..hard if I were you.
   a) studied
   b) will study
   c) would have studied
   d) would study
12. We …………. and watch TV.
   a) have to stay
   b) could stay
   c) will stay
   d) must stay
13. If my computer were stolen, I …………months of work.
   a) would make
   b) would know
   c) would lose
   d) would suspect
14. If I were made president of this company, I ………… quite a few changes.
   a) would make
   b) would be
   c) would not be
   d) would happen

15.If we caught the earlier flight, we ………….. a long wait in Atlanta airport for the connecting flight.

a) would have
b) would leave
c) would know
d) would lose

16..………….you start now?

a) what about
b) will
c) why don't
d) let's

17. If I …………… you, I wouldn't tell anybody about this.

a) had
b) got
c) was
d) were

18. If I had enough money, I ………………..abroad.

a) travelled
b) would travel
c) would have travelled
d) travelling

Q2. *Make sentences using the second conditional*

a. have money / travel abroad.

……………………………………………………………

b. get home tonight / watch movie.

……………………………………………………………

c. retire / get old.

……………………………………………………………

d. get good grades / feel better about my English skills.

……………………………………………………………

Q3. Imagine that you are thinking about going to Aqaba on a holiday, answer the questions below in the second conditional.

a) who /take with you?

b) What/take with you?

c) how long/ stay?

d) when/ go?

e) What/ do there?

…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………

Q4.Can you imagine the following situations and suggest good ideas for these people

a) Khaled can't study because he is listening to Music at the same time.

………………………………………………………………………

b) Mohammed is absolutely exhausted by his long run

……………………………………………………………………….

c) Mustafa is very sick.

………………………………………………………………………

d) A man and his wife get bored of travelling

………………………………………………………………………

Appendix (5)

Students' Observation Checklists

very low	low	moderate	high	very high	Item	No.
					The imaginative strategy helps the students to activate their previous learning.	1.
					The imaginative strategy encourages the students to work in pairs.	2.
					The imaginative strategy gives the students motivation and incentives to learn the new subject.	3.
					The imaginative strategy can help the students to focus on lessons.	4.
					The imaginative strategy helps the teacher to manage the class properly.	5.
					The imaginative strategy gives students the answers they want.	6.
					The imaginative strategy helps students to explore the new learning.	7.
					The imaginative strategy helps the students to distinguish between facts and opinions.	8.
					The students are the focus of the teaching learning process using this strategy.	9.
					The students are able to recheck their answers and ideas again.	10.
					The students were able to express their opinions freely.	11.
					The students were able to behave properly in the classroom.	12.
					The students can give many examples to the lesson.	13.

very low	low	moderate	high	very high	Item	No.
					Using the imaginative strategy improves low achieved students.	4.
					The imaginative strategy encourages students to act at mutual respect with the teachers and other students.	5.
					The imaginative strategy enables students to use grammar rules in context.	6.
					The imaginative strategy generates mental schemes using different materials.	7.
					The imaginative strategy helps students to make positive attitudes towards English language learning.	8.

Somatic Understanding	Mythic Understanding	Romantic Understanding	Philosophic Understanding	Ironic Understanding
bodily senses emotional responses & attachments rhythm & musicality gesture & communication referencing intentionality	story metaphor abstract binary opposites rhyme, meter, & pattern joking & humour forming images sense of mystery games, drama & play	sense of reality extremes & limits of reality association with heroes wonder humanizing of meaning collections & hobbies revolt & idealism context change	drive for generality processes lure of certainty general schemes & anomalies flexibility of theory search for authority & truth	limits of theory reflexivity & identity coalescence particularity radical epistemic doubt

Figure(1): The kinds of understanding and their tools (IERG,2008)

Appendix (6)
Books to Facilitate The task

جامعة اليرموك
YARMOUK UNIVERSITY

كلية التربية
مكتب العميد

الرقم : ك.ت/١٠٧/ ١٨/ ١٠٦٦
التاريخ : ٢٢ / جمادى الأولى / ١٤٣٥ هـ
الموافق : ٢٣ / آذار/ ٢٠١٤ م

عطوفة الفاضل مدير مديرية تربية قصبة اربد المحترم

الموضوع: تسهيل مهمة الطالبة سمية محمد حمزه مجاور

تحية طيبة وبعد،،،

تقوم الطالبة **سمية محمد حمزه مجاور**، ورقمها الجامعي (٢٠١٢٤٠٣١٠٢)، بدراسة بعنوان **"التحقق من مدى فعالية النظرية التخيلية في تحصيل طلبة الصف العاشر في قواعد اللغة الانجليزية كلغة اجنبية في الأردن"**؛ وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في التربية، تخصص مناهج اللغة الانجليزية وأساليب تدريسها. ويستدعي ذلك تطبيق أدوات الدراسة (استراتيجية، اختبار تحصيلي، بطاقة ملاحظة) على عينة من طلبة الصف العاشر في مدارس الملك عبدالله الثاني للتميز التابعة لمديريتكم.

أرجو التكرم بالاطلاع والموافقة على تسهيل مهمة الطالبة المذكورة أعلاه .

وتفضلوا بقبول فائق الاحترام،،،

عميد كلية التربية

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الملخص بالعربية

امجاور، سمية محمد حمزة. التحقق من مدى فعالية المنحى التخيلي في تحصيل طلبة الصف العاشر في قواعد اللغة الانجليزية كلغة أجنبية في الأردن. رسالة ماجستير، جامعة اليرموك. 2014. المشرف: د. دينا الجمل

هدفت هذه الدراسة تقصي أثر استخدام المنحى التخيلي علي تحصيل الطلبة الأردنيين في الصف العاشر, وذلك من خلال الإجابة علي السؤال : هل هناك فروق ذات دلالة إحصائية في تحصيل الطلبة في قواعد اللغة الانجليزية والذين درسوها باستخدام برنامج مبني علي الطريقة التخيلية متضمنا استراتيجيات مثل لعب الأدوار وسرد القصص والهوايات وبين تحصيل الطلبة الذين درسوا قواعد اللغة الانجليزية باستخدام الطريقة التقليدية ؟

هذا و قد تم اختيار المشاركين في هذه الدراسة قصدياً من مدارس الملك عبد الله الثاني للتميز في الأردن خلال العام الدراسي 2013-2014. تم اختيار شعبتين من طلبة الصف العاشر احتوت كل شعبة 30 طالباً، تمَّ توزيعهم عشوائياً على مجموعتين؛ تجريبية وضابطة.

وأظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية بين إجابات كل من المجموعة الضابطة والتجريبية علي الاختبار القبلي والبعدي وكانت الفروق لصالح المجموعة التجريبية مما يشير إلي فعالية الطريقة التخيلية في تدريس اللغة الانجليزية. كما أشارت الدراسة إلى زيادة دافعية الطلبة في المجموعة التجريبية نتيجة لاستخدام الطريقة التخيلية. وبناءً على نتائج الدراسة أوصت الباحثة بضرورة استخدام النظرية التخيلية لزيادة تحصيل الطلبة في قواعد اللغة الانجليزية .

الكلمات المفتاحية: الطريقة التخيلية، الأردن ،اللغة الإنجليزية.